



USAID
FROM THE AMERICAN PEOPLE



Conservation Education and Outreach Strategy in NNP



June, 2012



Introduction

How does one approach conservation education and outreach strategically? How do stakeholders participate in deciding the most appropriate CE/outreach materials and activities to develop for the various target audiences? What CE and outreach materials and activities are being developed for the USAID project Sustaining Biodiversity Conservation in and Around the Nyungwe National Park (NNP)? This Conservation Education and Outreach Strategy document shows the approach that WCS and RDB have taken and the results of the process.

There are four parts:

Part I: Analyzing the conservation setting & setting appropriate targets

Part II: Collecting baseline information through surveys

Part III: Choosing CE and outreach materials and activities with stakeholders

Part IV: Developing CE and outreach materials and activities

It is important to start with an analysis of the conservation setting – the threats to conservation of NNP and people involved in these threats, and think about the corresponding targets (knowledge, attitude, and behavior) that the CE and outreach program will address.

Baseline information comes from ranger based monitoring data and surveys. Targets from Part I guide the survey questions. Based on the results of the analysis of the conservation setting and survey results, stakeholders can decide on appropriate materials and activities for various target audiences. Finally, these materials and activities are developed and implemented.

Part I is explained thoroughly in this document. For Parts II and III, please see the corresponding reports which have already been submitted. We are now working on Part IV.

Overall Goal

The overall project goal is protection of Nyungwe National Park, in the short and long-term, through promoting human behaviors that support conservation efforts.

Objectives

The objectives are:

1. To promote human behaviors that help to reduce immediate threats to NNP.
2. To develop a constituency in support of the conservation of NNP to prevent and/or mitigate against future threats.

Part I: Analyzing the Conservation Setting & Setting Appropriate Targets

The following were examined:

- A. Threats to NNP
- B. Audiences: Primary Audience, Influencing Audience
- C. Threats and Audiences – Summary
- D. Threats and Audiences – Detail: Poachers, Honey Collectors, Bamboo Cutters, Influencing Audience
- E. Values and Audiences - Summary
- F. Values and Audiences – Detail: Intrinsic Value & Community Leaders, Utilitarian Value & Students, Utilitarian Value and Adult community members, Utilitarian Value and Influencers
- G. Knowledge – Attitude Targets: Impact of threat behaviors, laws, alternatives to threat behaviors
- H. Baseline Sources

A. Threats

After a collaborative process with stakeholders, the top three threats identified were identified as:

- 1. Poaching
- 2. Fires caused by humans
- 3. Cutting bamboo

B. Audiences

- Primary Audience: those whose behavior is responsible for the threat

e.g. Poaching – Poachers

Setting fires – Honey collectors

Farmers (edge of NNP)

Charcoal makers

Cutting bamboo – Bamboo cutters

for houses, art, firewood

- Influencing Audience: those whose behaviors may affect the behavior of the primary audiences; the educators and communicators in the community

e.g. local authorities, community leaders, school children, women's groups

C. Threats and Audiences - Summary

Which audiences are connected with which threats? Indicate with ✓

Primary Audience Responsible for threat	Threat 1: Poaching	Threat 2: Fires caused by humans	Threat 3: Bamboo cutting
Poachers	✓		
Honey collectors		✓	
Bamboo cutters			✓
Farmers clearing land with fire		✓	
Influencing Audience			
Local authorities- Police, Rangers	✓	✓	✓
Community Leaders - Teachers, Pastors	✓	✓	✓
School children	✓	✓	✓
Etc.			

For each combination with ✓, examine the following:

- Profile
- Rationale
- Behavior Targets (include both threat reduction and pro-conservation behavior)

- Knowledge Targets (include basic knowledge, impact of threat, laws and alternatives)
- Attitude Targets

D. Threats and Audiences - Detail

Stakeholders (in September, 2010) validated the following:

- **Primary Audience: Poachers**

- Profile:
 - Number: hard to know
 - male, age 30 to 40
 - often from marginalized communities such as Batwa, illiterate, location Bweyeye, Gasumo, Banda, Ruzizi, Kitabi, Gisakura,
 - language Kinyarwanda
 - Reason for behavior: lack or limited alternatives (poverty), limited land for crop growing, limited or no access to employment
- Rationale:
 - Poachers are the people illegally hunting
- Behavior target
 - Stop poaching
- Knowledge targets
 - Know the impact of poaching
 - Know the laws and punishments related to poaching
 - Know realistic alternative behaviors
- Attitude target
 - Feel it is desirable and possible to stop poaching animals

- **Primary Audience: Honey Collectors**

- Profile:
 - Number: hard to know

- individuals as well as associations/cooperatives
- mostly male, ages 20-68
- Jan-Mar, May-Oct high seasons for collecting honey- dry season
- Kivu, Muganza, Nyabimata, Ruheru, karambi, Cyato, Bushekeri, Gatare, Kitabi, Uwinkingi, Buruhukiro, Nkomane, some from marginalized people
- Collect honey for food and money , poor, some work illegally to harvest honey, lack of alternatives
- Both Rwandese and non-Rwandese (Burundi)
- Illiterate or not much school. Low socioeconomic conditions
- Rationale:
 - Honey collectors use fire to smoke bees out of trees when they are gathering wild honey. Fires may go out of control and destroy forest
- Behavior target
 - Stop collecting honey in forest
- Knowledge targets
 - Know the impact of setting fires on NNP
 - Know the laws and punishments related to fires
 - Know realistic alternative behaviors to collecting honey in forest
- Attitude target
 - Feel it is desirable and possible to stop collecting honey in the forest
- **Primary Audience: Bamboo Cutters**
 - Profile:
 - Number: hard to know
 - Male, youth and adults
 - Location: Nshili/Ruheru, community
 - Middle men and marginalized people
 - Language: Kinyarwanda
 - Frequency of behavior: throughout the year

- Reason for behavior: housing, arts and crafts, selling bamboo
- Rationale:
 - People cut bamboo from NNP to build houses, give bamboo to artists, and for firewood
- Behavior target
 - Stop cutting bamboo in NNP
- Knowledge targets
 - Know the impact of cutting bamboo on NNP, communities
 - Know the laws and punishments related to cutting bamboo
 - Know realistic alternative behaviors to collecting NNP bamboo
- Attitude target
 - Feel it is desirable and possible to stop collecting bamboo in the forest
- **Influencing Audience**
 - e.g. Friends & family; local authorities such as rangers; community leaders such as teachers
- Rationale: Friends and family have personal relationship (to poachers and can influence their attitudes and behaviors)
- Local authorities and community leaders may know who the poachers are and can influence their attitudes and behaviors
- Behavior target
 - Encourage husbands, sons, brothers, neighbors etc. to stop poaching, setting fire and cutting bamboo in NNP
- Knowledge targets
 - Know the impact of poaching, fire & cutting bamboo
 - Know the laws and punishments related to these threats
 - Know realistic alternative behaviors
- Attitude target
 - Feel it is desirable and your responsibility to encourage suspected/known poachers to stop poaching

E. Values and Audiences - Summary

As well as addressing the short-term threats and changing behavior, it is important to build a constituency for Nyungwe National Park by addressing key values with the different audiences. A similar process looking at different audiences and applicable values was done:

Audience	Intrinsic value of chimps and other animals	Utilitarian value: Tourism	Utilitarian value: Hydrological Services from NNP	Utilitarian value: Carbon sequestration values of NNP
General community members				
School children	✓		✓	
Adult community members (specify any vulnerable groups)			✓	
Influencers				
Local Authorities		✓	✓	
Community Leaders	✓	✓	✓	✓

Note 1: Stakeholders felt that the intrinsic argument is better for leaders and more educated audiences

Note 2: Stakeholders felt that the tourism value should be emphasized with communities that see the positive impact of tourism

Note 3: There are other employment opportunities and services beyond tourism that rely on the park (e.g. patrolling) that should be promoted.

Note 4: Stakeholders felt that carbon sequestration information is better with leaders and more educated audiences

F. Values and Audiences - Detail

Intrinsic Value & Community Leaders (e.g. Teachers, Pastors, Presidents of Cooperatives, NGO leaders, business leaders)

- Rationale
 - Community leaders, whether through personal relationships or their leadership role in the community, can lead by example and encourage people to recognise the intrinsic value of chimpanzees and other species and therefore support the conservation of NNP and its wildlife
- Behavior Target
 - Not engage in behavior that threatens NNP and its wildlife (can be defined in terms of current threat behaviors or potential threat behaviors) AND to actively support and promote the continued conservation of NNP
- Attitude Targets
 - Feel chimpanzees and other animals are intrinsically valuable and depend on NNP for habitat, so it is desirable that these species and NNP should be protected
 - Feel it is their responsibility to support this goal and encourage others to support this goal

Utilitarian Value & Students

- Rationale
 - Children are especially important to reach because of their role in the future. Building a constituency for conservation now will impact their attitudes and behaviors now and into the future. We can reach students through their schools.
- Behavior Target
 - Not engage in behavior that threatens NNP and its wildlife (can be defined in terms of current threat behaviors or potential threat behaviors) AND to actively support and promote the continued conservation of NNP
- Attitude Targets
 - Feel NNP and its wildlife are valuable because of tourism and hydrological services so it is desirable that these species and NNP should be protected
 - Feel it is their responsibility to support this goal

Utilitarian Value and Adult community members (including vulnerable groups such as poachers, honey collectors and bamboo cutters)

- Rationale
 - Everyone has a role in conservation. Vulnerable groups are of special interest in this project.
- Behavior Target
 - Not engage in behavior that threatens NNP and its wildlife (can be defined in terms of current threat behaviors or potential threat behaviors) AND to actively support and promote the continued conservation of NNP

- Attitude Targets
 - Feel NNP and its wildlife are valuable because of tourism and hydrological services so it is desirable that these species and NNP should be protected
 - Feel it is their responsibility to support this goal

Utilitarian Value and Influencers (e.g. Local authorities and community leaders)

- Rationale
 - Whether through personal relationships or their leadership role in the community, they can lead by example and encourage people to recognize the utilitarian values of NNP and its wildlife and therefore support the conservation of NNP and its wildlife
- Behavior Target
 - Not engage in behavior that threatens NNP and its wildlife (can be defined in terms of current threat behaviors or potential threat behaviors) AND to actively support and promote the continued conservation of NNP
- Attitude Targets
 - Feel NNP and its wildlife are valuable because of tourism and hydrological services so it is desirable that these species and NNP should be protected
 - Feel it is their responsibility to support this goal and encourage others to support this goal

G. Knowledge – Attitude Targets

Knowledge-Attitude Targets (KATS) are linked to the threats and values and target behaviors. They outline knowledge and attitudes the audiences need in order to choose the target behavior change

Note: This may be organized by adding these targets to the Knowledge and Attitude Targets above, by audience, or keeping them together, as shown here

1. Impact of poaching on wildlife and people

- Knowledge targets
 - Know about the impact of poaching on wildlife (see Note 1 below)
 - Know about the negative impact of poaching on people (see Note 2 below)
- Attitude Targets
 - Feel poaching is an undesirable activity because it has a negative impact on wildlife
 - Feel poaching is an undesirable activity because it has a negative impact on people
 - Feel it is their responsibility to help stop poaching

Note 1:

What is the impact of poaching on wildlife and people?

Which species? Poaching ranges from large animal to small sized animals. Identified species include primate species such as Angolan colobus, L'hoest's monkey; duiker species, rodent such as Gambian rats, bluish-tailed porcupine and squirrel species.

Extinct species: Some species have gone local extinction in Nyungwe including African Elephant, Buffaloes, and possibly Giant Forest Hog. In Nyungwe, duiker species are now in very low population as results of poaching.

Impact of poaching on chimps: Chimpanzees are accidentally trapped in snare or traps set of other animals and get injured and sometimes die.

Which species do people care about? Find out/ survey

Which species do we have data for about poaching levels? There is data on animal carcasses encountered by park rangers when on park protection and monitoring patrols. From these data, duiker species, Gambian rat, Squirrel, Angolan colobus and L'hoest's monkey are the most animal killed for the period from 2003 to 2008.

Note 2: High poaching reduces tourism

2. Impact of setting fire on wildlife and people

- Knowledge Targets
 - Know about the impact of fire on NNP and its wildlife (see Note 1 below)
 - Know about the impact of fire in NNP on people (see Note 2 below)
- Attitude Targets
 - Feel setting fires is an undesirable activity because it has a negative impact on wildlife
 - Feel setting fires is an undesirable activity because it has a negative impact on people
 - Feel it is their responsibility to avoid setting fires
 - Feel it is their responsibility to help to stop fires in NNP

Note 1:

Habitat destruction, so animals lose shelter, food (Fire coincides with fruiting season) and breeding sites

Animals (especially young, including eggs) are killed in the fire

Loss of invertebrates may impact ecological processes, e.g. pollination

Trees and other plants are killed, or damaged and some take a long time to regenerate

Note 2:

Fires and the habitat destruction they cause reduce tourism to NNP, and reduce economic benefits from tourism to people

Fires and the habitat destruction they cause reduce hydrological services from NNP

Fires and the habitat destruction they cause reduce carbon sequestration by NNP

Local people commit time, that could be used for other activities, to fighting fires

Fighting fires costs NNP a lot of money

3. Impact of cutting bamboo on wildlife and people

- Knowledge Targets
 - Know the impact of bamboo cutting in NNP on NNP and its wildlife (see Note 1 below)
 - Know the impact of bamboo cutting in NNP on people (see Note 2 below)
- Attitude Targets
 - Feel bamboo cutting in NNP is an undesirable activity because it has a negative impact on NNP and its wildlife
 - Feel bamboo cutting in NNP is an undesirable activity because it has a negative impact on people
 - Feel it is their responsibility to avoid cutting bamboo
 - Feel it is their responsibility to help to stop bamboo cutting in NNP

Note 1: Chimpanzees feed on bamboo shoots at certain times

Bearing in mind that owl-faced monkeys are restricted to the bamboo zone, the greatest impact is on this species.

Note 2: Chimpanzees and owl-faced monkeys are both important for tourism, so impacts on their populations could impact tourism benefits

4. Laws and punishments related to the threat behaviors

- Knowledge Targets
 - Know about the laws, regulations and punishments relating to the threat behaviors (see Note below)
- Attitude Targets
 - Feel it is wrong to undertake the threat behaviors because they are illegal
 - Feel they should be a law abiding citizen
 - Feel the risk and cost of getting caught while committing unlawful threat behaviors is too high relative to the benefit and therefore it is not worth undertaking the threat behavior

Note: Organic Law dated on 2005 determines the modalities of protection, conservation and promotion of the environment in Rwanda (J.O. no 9 of 04/05/2005). Under this Organic Law, unlawful burning, cutting of trees or causing others to do so or killing animals in protected forests and other protected areas and in national parks is punished by an imprisonment of two months to two years and a fine ranging from three hundred thousand (300,000) to two million (2,000,000) Rwandan francs or one of the two penalties.

5. Realistic alternatives to the threat behavior

- Knowledge Targets
 - Know about realistic alternatives to poaching (see Note 1 below)
 - Information about realistic alternatives to setting fires (see Note 2 below)
 - Know about realistic alternatives to bamboo cutting (see Note 3 below)
- Attitude Targets
 - Feel the alternatives to poaching are preferable
 - Feel it is possible / realistic to choose the alternatives
 - Feel the alternatives to setting fires are preferable
 - Feel it is possible / realistic to choose the alternatives
 - Feel the alternatives to bamboo cutting are preferable
 - Feel it is possible / realistic for you to choose the alternative

Note 1: For poaching alternatives, there is ongoing support for small scale revenue generating projects
For poaching alternatives, some households have been given small livestock (pigs and goats) as alternatives to bushmeat and manure for soil fertilizer

Note 2: Alternatives to setting fires include beekeeping development that promotes modern beekeeping, with honey quantity and quality which is sold at a higher

price compared to untreated honey. Also beekeepers make beeswax candles and get money from them.

Note 3: Alternatives to cutting bamboo: growing bamboo on household lands, energy saving stoves (instead of collecting bamboo for firewood), bricks (from brick oven project) and tiles as alternatives to bamboo for housing construction.

H. Baseline Sources

Ranger Based Monitoring data and surveys may be used to collect baseline information as specified in the targets from the CE and outreach strategy.

1. Ranger Based Monitoring data

- Encounters with snares OR carcasses
- # of fires caused by honey collection each year OR area burnt
- bamboo cutting signs or events

2. Survey Questions

Based on the targets, questions for the community and student surveys were formed. For example:

- Cutting bamboo
 - Behavior target: Stop collecting bamboo in NNP
 - Possible questions: “Do you collect bamboo in NNP?”; “Do other people collect bamboo in NNP?”
 - Attitude target: Feel it desirable to stop collecting bamboo in NNP
 - Possible question: “It’s a good idea to let people who cut bamboo to continue cutting bamboo” (yes, no, maybe) [“No” is in line with the target]
 - Knowledge target: Know the impact of bamboo cutting in NNP on NNP and its wildlife
 - Possible question: “Are there any animals that are particularly affected by bamboo cutting in NNP?” Yes/No/ Don’t know. b. If yes, which one(s)?

Please refer to the survey instruments and reports on results for community members and students.

Part II: Collecting baseline information through surveys

Full reports about the community and school surveys are available. Highlights are repeated here:

Sectors bordering NNP were considered by examining the Ranger Based Monitoring data for 2009-2010 for fire and poaching levels (low, med, high). A total of 13 sectors were chosen, balancing combinations of fire and poaching levels (high poaching/low fire, etc). The sample size was calculated based on 23 sectors adjacent to NNP, with a 95% confidence level and 5% confidence interval for a total of 384 surveys (rounded up to 390). Two cells per sector (adjacent/non adjacent to park) were chosen, with 15 households per cell randomly chosen and equal numbers of males and females.



B. School Survey Design

As students are a target audience of special interest, a separate survey was designed for them. It was translated, implemented and the data was entered by partner ARECO. Five Districts surrounding NNP were involved, with 200 students in total from 5 pilot schools (where we'll implement materials) and 5 control schools matched for level (P6, S1-3, S4-6). In each school, 2 grades were randomly chosen; 1 class from each grade was randomly chosen. Ten students per class were randomly chosen, with equal numbers of males and females. Pilot and control schools showed no systematic differences in the baseline. They will be compared during Year 5 to see the impact of CE Education and Outreach interventions.

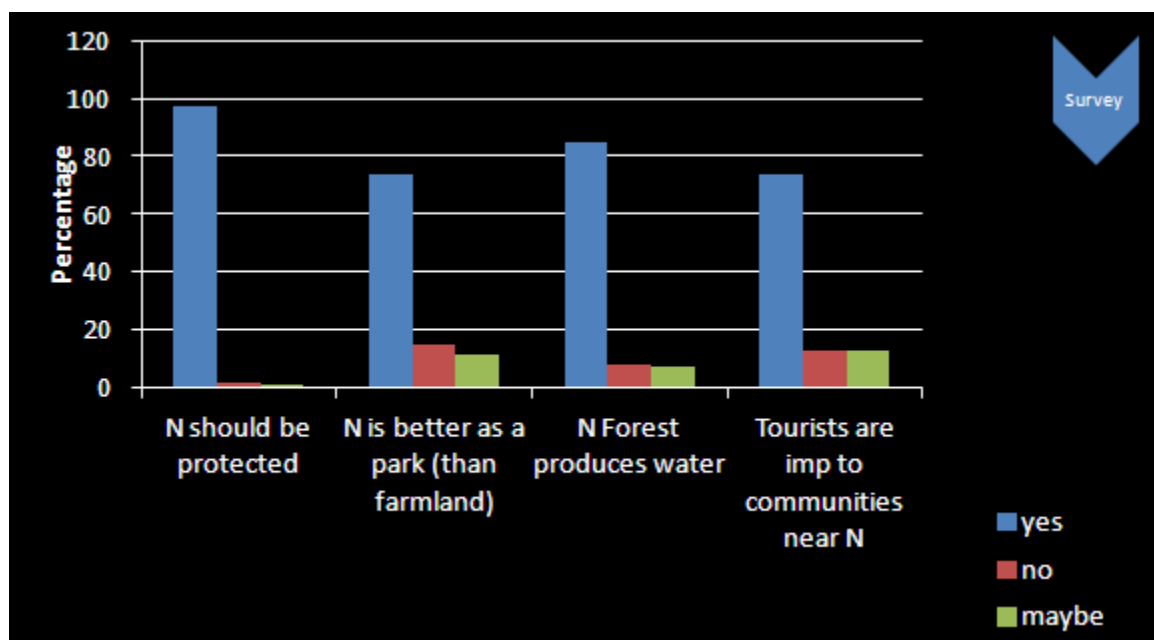
C. USAID Outputs

For USAID Strategy 6: Implement Education and Outreach Programs, there were two outputs:

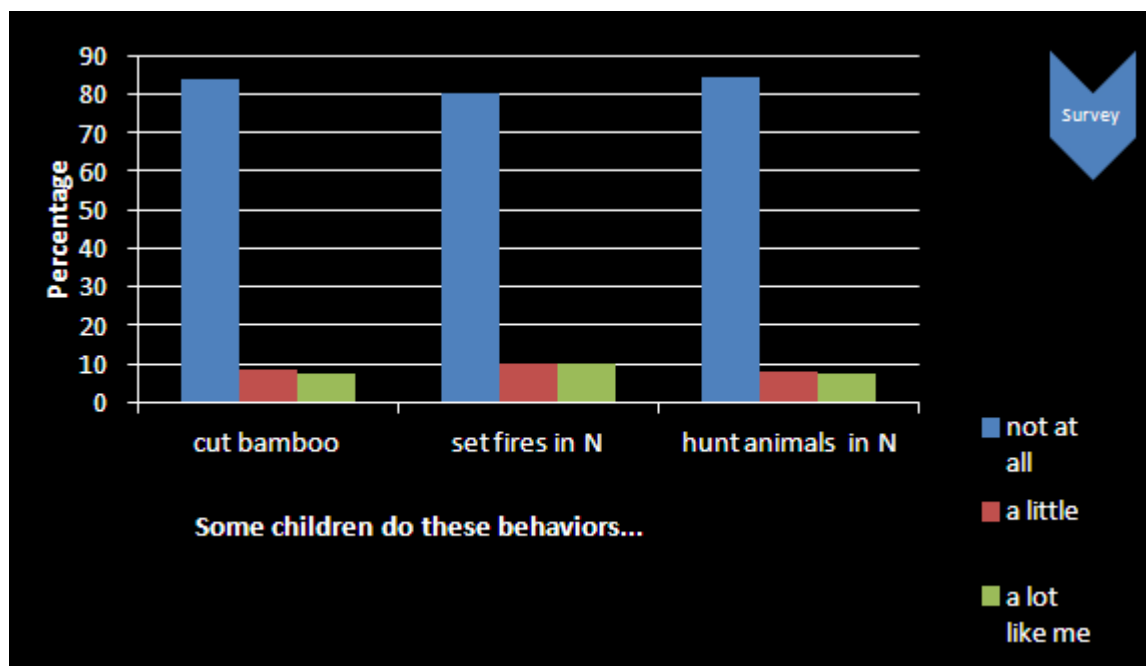
- *Output 1: Students in formal education will adopt a positive/supportive attitude to park conservation efforts based on a clear understanding of the multiple values of NNP, reduce the adoption of unsustainable behaviors as they grow into adults, and act as advocates for the value of the Park and its conservation*
- *Output 2: Vulnerable groups will gain new skills and increased understanding of the multiple values of NNP, adopt a positive/supportive attitude to park conservation efforts, and therefore reduce destructive behavior*

D. Results for Students (Output 1)

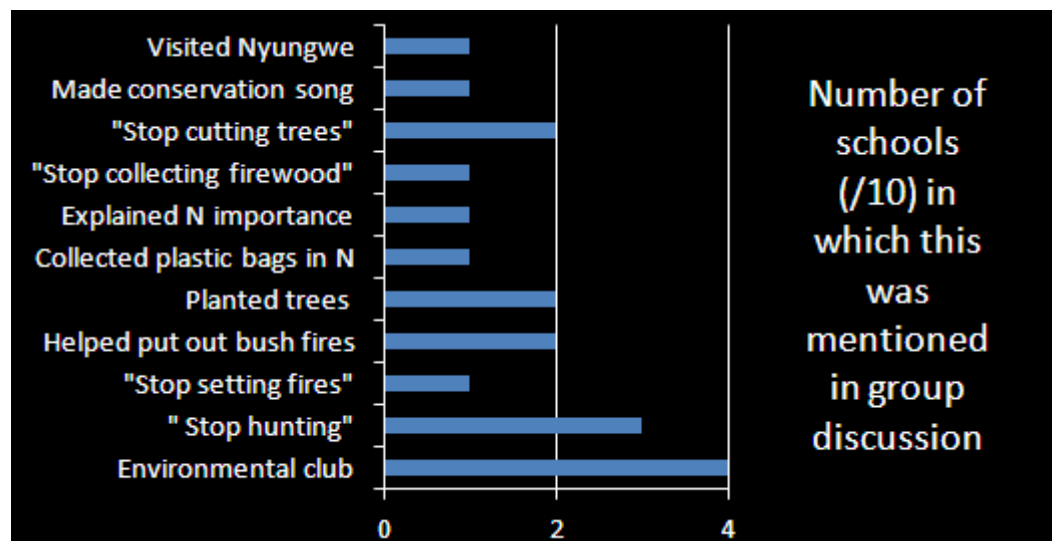
1. Value of NNP



2. Unsustainable behaviors – are you like these children?



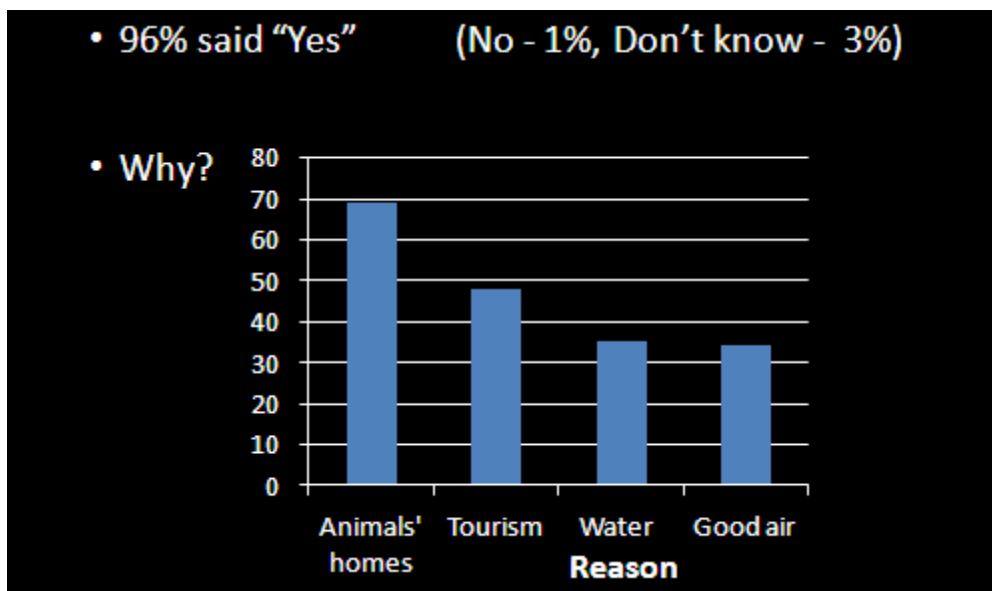
3. Have you done anything to protect NNP?



Since the level of threat behaviors done by students is very low, we can concentrate on the positive, or pro-conservation behaviors. We see that a little less than half of the students have done anything to protect NNP; we should work to increase this in our CE & O work. The specific actions named were done at quite a low level (e.g. environmental clubs were named in 4 schools (out of 10))

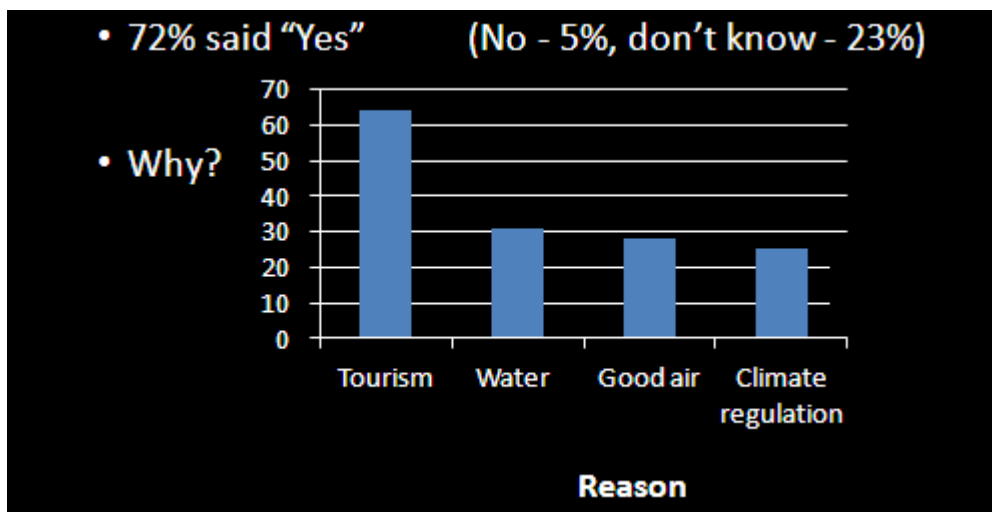
D. Results for community members (Output 2, which includes vulnerable populations)

1. Do you agree that NNP should be protected?

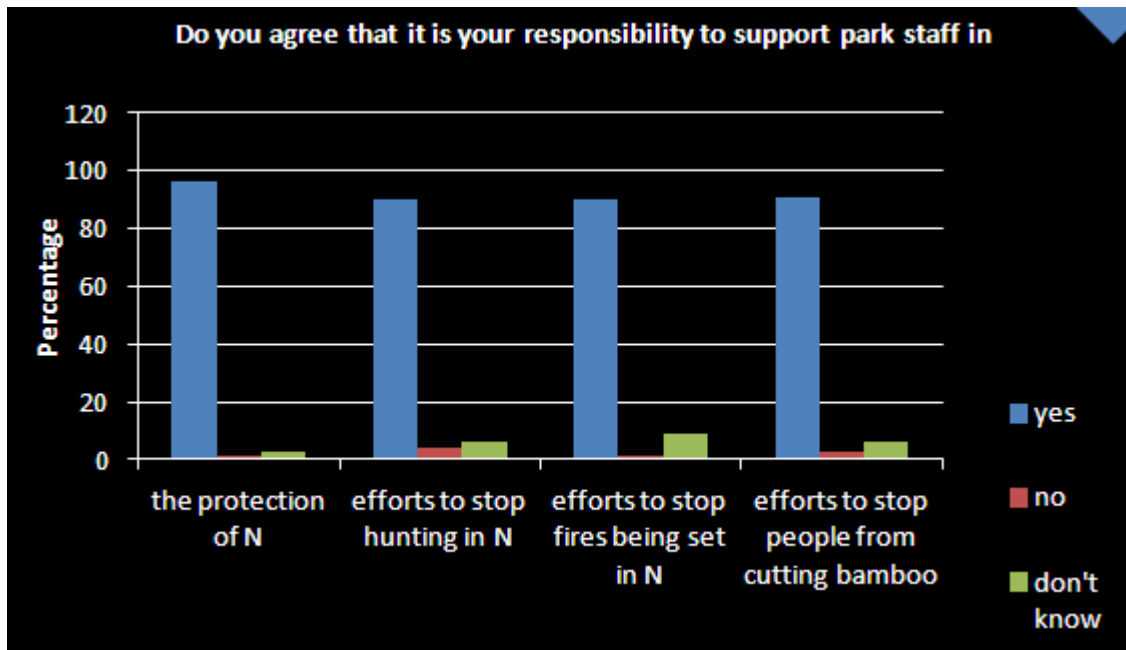


There is a high level of “agreement” that NNP should be protected by the general community. There is room for greater understanding about why NNP is valuable – e.g. make the connection between Nyungwe and water.

2. In your opinion, does NNP provide benefits to surrounding communities?



3. Supportive attitude



We see a high level of supportive attitude – but how does this translate to action?

- 94% said it is their responsibility to encourage others to support the protection of NNP

(disagree - 4%, don't know - 2%)

- 52% said they have encouraged others to support the protection of NNP (no – 42%, don't know – 6%)

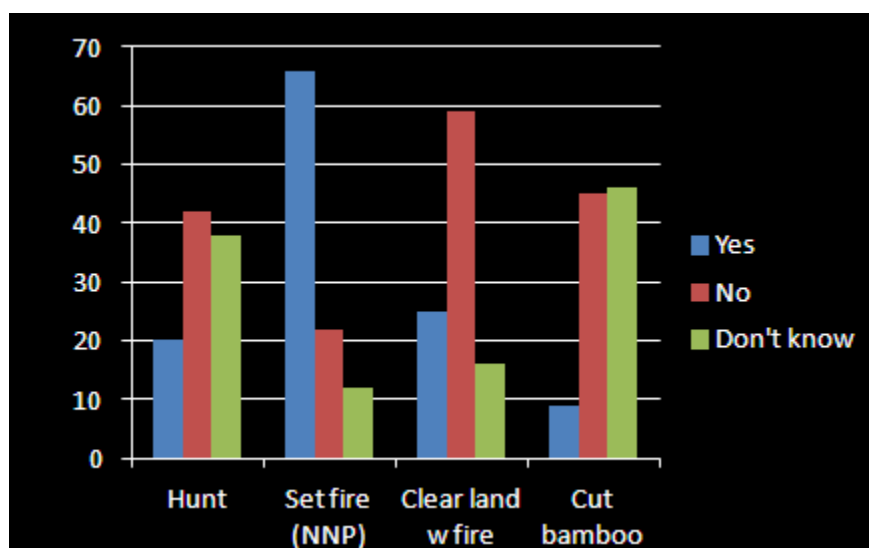
- 4. Baseline destructive behavior (Self-reported):

- Poaching – 1% (last 5 years); 0.3% now
- Setting fires – 1% (last 5 years); 0% now
- Using fire to clear land – 10% (last 5 years); 0.5% now
- Cutting bamboo – 5% (last 5 years); 0% now

Self-report levels are low because of the low levels of behavior and illegal nature of the topic; other measures such as Ranger Based Monitoring data should be used as the baseline source and for future monitoring

- But respondents acknowledge that “other people” do threats

Do “other people” do these activities?



It was interesting to see a high level of “don’t know”, perhaps suggesting that people didn’t want to say “yes” or “no”.

5. Pro-conservation behavior

- Have you actively supported or promoted the continued conservation of NNP?
 - 48% said “Yes” (No - 42%, don’t know - 10%)

(including suppressing fire, telling others not to enter/destroy forest, reporting others who destroy the park)

We would like to increase the level of pro-conservation behavior in communities surrounding NNP, something that will be emphasized in the CE and outreach work.

Part III: Choosing CE and outreach materials and activities with stakeholders

In December 2011 stakeholders for the CE and Outreach work in Nyungwe (WCS, RDB, ARECO, REDO, Anicos (Animateur de Conservation) and school representatives (teachers and headmasters from 5 pilot schools) came together to review project progress and collaborate on a plan to move forward.

The objectives/expectations of the meeting were:

- 1) Create common understanding of the CE project goals, process & progress
- 2) Validate our CE plans
- 3) Agree on the kind of materials that could be useful in disseminating CE messages

4) Agree on a team who will work on the Media Impact work

5) Agree on roles of key partners (ARECO, REDO, RDB, WCS, DEO'S, ANICO'S etc)

The twenty-seven participants reviewed background of the Nyungwe National Park project, with a focus on CE and Outreach, learned about the strategic approach to education/outreach undertaken in the project, and saw results of the community and school surveys. They explored different CE and outreach materials and activities, and brainstormed their own ideas for Rwandan audiences near NNP. Then, in five teams representing different target audiences (poachers, honey collectors, bamboo cutters, students and general community including influencers), participants thought about appropriate materials/activities and messages for their assigned group. Each group presented its ideas and the larger group discussed each target audience in turn.

On the second day, these lists were compiled and short-listed. Items were scored on three criteria:

- 1) Reach for different audiences
- 2) Practicality: How feasible, easy to make ourselves, and cost-effective
- 3) Impact: Number of people who will be exposed to the message.

Through this process, the top CE and outreach materials/activities were:

- A) Drama/ sketches with masks
- B) Competitions
- C) Posters and stickers
- D) Radio
- E) Church
- F) Songs/ Poems

These are the six ideas which will be developed and implemented.

Participants then expressed their interest in working with WCS and RDB to develop the various materials. The final meeting session focused on moving forward and roles of the different partners.

Additional information is available in the workshop report.

Part IV: Developing CE and outreach materials and activities

Activity: Drama/ sketches with masks

What is involved?

Drama productions (e.g. short plays/skits) related to impacts of environment or forest degradation on Nyungwe National Park (NNP) will be designed targeting the three major threats to NNP (poaching, fires caused by humans and bamboo cutting) for use in the outreach programme.

Preparing and presenting drama/skits from local people and children, on the animals in Nyungwe National Park will also be done. Masks will be made and worn by the actors to represent the various key animal and plant species.

Objective of activity

By asking people to participate in drama productions they will be motivated to think about the issues on the NNP, and to find appropriate alternatives to the threats noted. Use of the masks will help those watching to relate the animals and the park and the role each plays. Drama is a good activity to use with mixed audiences; from children to adults, and works well with illiterate audiences (about 50% of the target audience is illiterate and drama will engage them). While people are engaged, they will be learning!

Step-by-step procedure – preparing the dramas

- Key community members (ANICO) and patrons/matrons of school environmental clubs will be selected from all the 10 pilot schools and 23 cells around the park (annex 1).
- A short and basic training will be conducted for the selected drama leaders in schools and community to give them basics of acting, threats to the park, possible alternatives and behavior to be promoted.
- Outlines for dramas will be designed by RDB/WCS/ANICO/Teachers for use in the schools and communities. These will be piloted and improved in a workshop setting. Additionally, relevant dramas from other areas will be adopted and edited to suit local conditions and be used in the Nyungwe area.
- The drama leaders in each local community or school will form drama groups who will use already created tested skits in educator's manual/or new skits/drama written by WCS/RDB/Educators.
- The stories will have positive outcome so as to encourage change of behaviour. Where possible the local people will be allowed to present their own drama or stories, in an organized manner.
- To give the event context relevant posters/banners will be displayed at the venues.

People Involved

The key persons will be a Drama Expert (to help train), School Directors, Trained Educators, Environmental Clubs, DEOs, WCS and RDB. Dramas will be done in the 10 pilot schools in the five districts neighbouring Nyungwe National Park and representatives from neighbouring schools will be invited. Five drama sessions

will be done each year but involving all the ten schools i.e. two pilot schools from each district will meet at one venue.

Audience

Students in schools and General Community members especially the vulnerable populations will form the main audience for the drama sessions. For the general community members, efforts will be made to ensure the active participation of this segment and at the same time in the location of venues for the sessions to ensure that they are reached easily in order to influence their behavior. Specific efforts will be made to invite the “vulnerable populations” that are key target audiences. With the help of local ANICO’s known ex-poachers, illegal honey harvesters and illegal miners will be urged to invite all those known to be actively practicing poaching, harvesting honey or mining illegally.

Materials Needed

Key materials for the activity will include masks, posters, public address system, presents and banners.

Venues

This activity will mainly be carried out in each of the 10 pilot schools while for general community the appropriate venue will be determined by local leaders. General audiences will then be invited to attend

Follow-up

RDB Community Wardens and WCS Education and Outreach staff will visit the venues during the drama presentations and at the end of each activity review and engage the audience in discussions/question and answer sessions to see how much they have learnt as well as how the drama can be further improved. Branded presents will be given out to encourage more participation.

Evaluation

Formative evaluation of the drama activities will be carried out after each session, annually and at the end of USAID funding to assess impact. This will involve gauging the efficacy of message, popularity, relevance, lessons learnt and challenges faced in the use of this activity in outreach. The evaluation will be inbuilt into the session by asking questions at the beginning and end to see change. As a result of the evaluation exercise, proposals will be floated and discussed on how to improve the activity over time. Additionally, monitoring will be undertaken to take note of attendance and audience suggestions for improvement as well as review of performances by drama leaders from the neighbourhood. A summative evaluation exercise will be undertaken to document the contribution of the whole exercise in comparison to the baseline survey statistics.

Piloting

Piloting will be undertaken during the fourth quarter of the third year of USAID funding in two similar communities known to have a mix of threats before the scripts are finalized. For this exercise, locally talented actors already identified through earlier activities will be used.

Dates

For the 10 pilot schools' drama activities, each environmental club will be required to carry out one drama activity per school year on a preferred date. For the wider community, the dramas will be held once a year during year 3 and 4 of USAID grant) during school holidays (preferably June-July during the dry season when many people are free) in consultation with the local authorities.

The other activities like songs and poems and competitions will be combined with dramas while radio and church will be used in informing the community about dates and venues of the drama activities. In the schools and wider community, 300 and 500 people will be targeted respectively for each venue/session respectively.

Activity: Competitions

Competitions are a good idea because they motivate people; provide examples of good behavior, increase awareness and excitement about important conservation topics. In the past questions have been used to check how much people know and to reinforce the key message being driven into the community and useful items awarded as prizes to those who answer the questions correctly. Examples used include essay questions to select students for park visits and household items for questions correctly answered.

- **Possible themes for competitions include: Drawing, painting, and Essay** competitions on positive conservation behavior for school children and the best/most active school environmental club per district. To award the people in the wider community, the best livestock projects, environmentally well managed farms (tree planting, biggest bamboo, best beekeeper, cooking competition using meat from livestock, most active ANICO (those who have made a good contribution in fighting against threats) in each district will be used as themes.
- Successful participants will be awarded with branded items such as t-shirts, stickers or pens together with public recognition to encourage more people to indulge in positive behavior towards the park and its resources.
- During awarding occasions, fun competitions (sack races, dancing and puzzles) will be organized to add flavour to the event.

Activity Objective

- To **engage** community members and students in schools.
- To **encourage** people to think of their own actions, how these might impact the environment, and what steps they might take to change their behavior and when people do something, they are more likely to remember it for a longer time and also try to practice it.
- To **attract** crowds, participants and spectators and brings people together in a fun and social setting
- To implement activities that locals can easily be involved in.

- To **motivate** and **raise** the **profile** of the positive conservation activities. By engaging in these activities (such as growing bamboo, beekeeping instead of collecting honey), the likelihood of continuing them in the future increases

Step-by-step Procedure

- **Guidelines** and **rules** for the competition will be set, stating who can participate and will ensure that the competition emphasizes a conservation theme.
- Wide **advertising** will be done through radio advertisements, announcements in schools, churches and local leaders meetings to reach a wider audience easily in order to enrich the quality of entries..
- **Rewards** for winners that will make it worthwhile for the target community to participate will be availed. The presents awarded will be branded with conservation messages.
- For each competition, a **jury**, preferably, experts in the field of competition will be set up.
- The process will be as **transparent** as possible to ensure successful results.
- An appropriate and accessible/central location or **venue** for big competition will be secured.
- Sporting activities that are not highly competitive (e.g. sack races) and intellectual competitions (e.g. a quiz) will also be included in the competitions to entertain the audience/participants.

Responsibilities

The key persons in this exercise will be RDB Community Wardens, WCS Education Team, Teachers and School Directors, District Environment Officers, ANICO, local leaders and community members with good skills for refereeing in some of the competitions.

Audience

The audience will consist of school community and local community members.

Materials

- Materials will include presents for giving away for example T-shirts with conservation message, pens, books, useful household items like basins, buckets and or farm implements. Efforts will be made to brand the presents with conservation messages to reflect the positive behavior being encouraged.

Venues

- This activity will mainly be carried out in schools for the student/teacher community and at the most popular market centers in selected districts.

Follow-up

- The DEOs, RDB Community Wardens and WCS Education and Outreach staff will visit and encourage the winners later on to encourage them to encourage others into positive behavior.

Evaluation

Formative evaluation of the activity will be carried out after every session for feedback while at the end of USAID funding a summative evaluation will be done to measure the overall impact (by comparing with the baseline survey results). This will involve measuring efficacy, popularity, relevance, lessons learnt and challenges faced in the use of this activity. As a result of the evaluation exercise, proposals will be floated on how to improve it. Additionally, periodic monitoring will be undertaken to take note of attendance and audience suggestions for improvement.

Piloting

Piloting will be done in 2 venues during the 4th quarter of the 3rd year of the US grant in one of the districts neighbouring Nyungwe National Park and representatives from neighbouring schools will be invited

Dates

For school competitions, each of the 10 pilot schools will host one completion session (jointly with the drama and songs and poem sessions) on a preferred date during year 4 and 5 of USAID support. For the wider community, competitions will be held at one selected location in each district and will be held once a year during school holidays to take advantage of the availability of the large number of people present.

Activity: Posters and stickers

What is involved?

Posters and stickers with paintings, sketches and pictures with a conservation message will be used to discourage threat actions and promote positive behaviour towards the NNP ecosystem. Additionally, demonstration of advantages of adopting energy-saving stoves and beekeeping outside the park will also be promoted using posters produced and distributed in the area around NNP. Finally, stickers with conservation information will be distributed to the community members and schools around the park.

Activity Objective

- The main objective is to create and distribute information streams that will give direction on good behaviour in an easy to understand manner for all cadre of community members
- Posters and stickers have the ability to reach a much wider audience at a very low cost.
- To create and promote knowledge about good behaviour that can be passed on to the illiterate people (50% of the population in Nyungwe is considered illiterate).
-

Step by step procedure

- Posters will be created to address the impact of the three main threats (Poaching, Fire and Bamboo cutting). The main message will be avoid bad behavior and adopt good/positive behavior. These will go through the following process;
- ✚ drafting, editing, piloting followed by printing and
- ✚ Training of the key persons (ANICO and Teachers) to help guide the users. This trained persons can help explain the intended messages during various community gatherings for example during the monthly community work (umuganda) and school forums for example in Geography, agriculture and biology lessons and environmental club sessions so that more people especially those who are illiterate can understand the message better.
- The whole exercise will involve consulting as many stakeholders as possible to ensure that the final message is easily understood by all especially the members of the community who can neither read nor write.
- Stickers will be made from parts of the posters – striking images and clear, short messages will be designed and made with an adhesive side so that they can be stuck at strategic location or on items where the message can be read easily by many people.

Responsibilities

The key actors in various segments of the community will be identified to help edit during piloting and select sites for posters. These will include teachers, DEOs, ANICO and students with support from RDB Community Wardens and WCS Education and Outreach team members.

Audience

All members of the community living around the national park will be targeted.

Materials

- Eye catching posters, stickers, tape (masking and cello), thumbtacks, notice boards, glue

Venues

- Posters will be posted at strategic locations including key shopping centers, bus stops, church and government offices – areas that are frequently visited by people
- Stickers will be distributed in the community and schools to influential people (for example ANICO, teachers and local leaders) who show a positive attitude towards the national park and will also be used as prizes for the competitions, or attached to various useful items (such as notebooks for students)

Follow-up

Reviews will be made with all the key stakeholders to ensure that they are being used. This will be done through visits to schools and local leader's meetings.

Evaluation

Formative evaluation will be done to measure the impact through periodic interviews with students and local communities. This will involve measuring efficacy of the intended message. A summative evaluation exercise will be undertaken to compare the results from this exercise with the baseline survey scenario and thus document contribution of the whole activity to park conservation.

Piloting

Piloting of the posters and stickers will be done to check on the understanding of messages, layout – how much it attracts attention, helps understand message will be done in at least 2 pilot schools and amongst community members (2 sites) neighbouring Nyungwe National Park. Improvements to the drafts will then be reviewed by the education team and effected accordingly.

Dates

Posters will be developed, printed and distributed during the third year of USAID support.

Activity: Radio

To address the human behaviors threatening the survival of chimpanzees, PCI-Media Impact (Media Impact) will partner with the WCS Rwanda Country Program and RDB to launch a communications for change campaign in the five districts bordering Nyungwe National Park. The *My Chimpanzee-My Community* Radio Project is an innovative communication and engagement approach that will build upon and add value to WCS and RDB's long-standing conservation education work on chimpanzees much of which has been supported by USFWS. To generate effective and sustainable behavior change, the *My Chimpanzee-My Community* communications strategy, using drama and storytelling, targets multiple "levels" – individuals, peer groups and communities- that impact chimpanzees (including their habitat). Project activities will also work to direct community attention towards creating an enabling policy and economic environment.

The power of storytelling has captivated people around the globe for centuries. Powerful stories impact our knowledge attitudes and behaviors, and remind us of our need to protect the world in which we live. *My Chimpanzee-My community* will create a Rwanda radio serial drama that weaves together relevant information on chimpanzees with a compelling and entertaining story. A coalition comprised of WCS as the local lead, RDB, community leaders, other government partners, local environmental CBOs/NGOs, radio stations, local universities and/or experts will drive production of the radio drama and support other multi-tiered public awareness activities including radio magazines and community action campaigns.

Activity Objective

Local media will be used to carry messages to a wider audience through use of radio theatre and magazines. From baseline survey up to 60.8% of the people living around the park regularly listen to the radio and can pass on the message received to the remaining 40%.

Step-by-step Procedure

- The main radio activity will be the designing of a radio drama and magazine with support from United States Fish and Wildlife Service (USFWS) to be aired on a popular local radio station so as to reach most of the people living around Nyungwe National Park.
- There will also be an accompanying radio magazine where some key people will be interviewed live or recorded on the radio.
- Efforts will be made to involve as many people from the community as possible in order to ensure that the local people own the process.

Additionally, the radio will be used in the following ways to bolster the conservation activities being undertaken around Nyungwe National Park.

- Local journalists will be contacted and asked to contribute to conservation by writing a story on environment/Nyungwe National Park or cover various conservation activities.
- Well explained and standardized media packs will be produced and distributed to ensure the message is transmitted correctly.
- Information will be customized for the local audience. This will be done in Kinyarwanda the local language.
- Free advertisement space will be sought to raise awareness on conservation and planned activities.
- Radio will be used to publicize other aspects of the USAID education/outreach project such as announcing drama presentations, competitions, winning essays, poems and interviews of some of the participants in conservation activities.

Selection of stakeholders (Coalition group)

WCS, RDB, Local environmental NGOs, District Environmental Officers, Community leaders, Community members, Radio stations, Drama experts, local educators, Ex-NNP resources users

Selection of Actors

A group of experienced actors with experience in working on similar projects in Kigali have already been selected and contracted for this activity.

Selection of Radio

A local radio station called Rusizi Community Radio has already been selected and is presently a key partner in reporting on various outreach activities carried out around the park. Its selection was based on;

- Reach (ability to transmit programmes to the people living in the project area the 5 districts bordering the NNP). According to the baseline survey, Radio Rusizi covers 80% of the five district around Nyungwe and.
- Willingness to run the WCS MI programme
- Popularity of the Radio Station in the project area (the five districts bordering the Nyungwe National Park) is preferred by 40% of the radio listeners.
- Affordability of cost of broadcasting

Programme preparation

The programme preparation is being guided by Media Impact who have the expertise and experience in guiding these kinds of programmes around similar communities in many parts around the world. As at the end of the 3rd quarter of the 3rd year of the USAID support, stakeholder consultations and training have already been done. Presently, the writing of the drama series is in progress and should be ready for airing on radio during the 1st quarter of the 4th year of USAID support.

To make the whole process cost effective, the programmes are to be recorded using experienced actors and locals and the end product disseminated via the chosen local radio station.

Responsibilities

The various stakeholders will take up various roles during the process of the radio programme making and airing. The Media Impact team will take charge of ensuring the quality of the production is good using their experience from similar projects they do around the world. RDB Community Wardens and WCS Education and Outreach staff Rwanda will be integrated in the radio drama creation process to ensure that all the required messages are properly captured in the writing process. Additionally, the local (Rwanda) team will be active in organizing all local support including stakeholders to be interviewed in the radio magazine, follow up, evaluation and piloting.

Audience

The whole community of people living in the neighbourhood of Nyungwe National Park will be targeted. This activity is a tool for reaching the masses through theatre which is loved by many Rwandans.

Materials

Drama Script; this will be written with the help of a local radio drama expert fluent in both Kinyarwanda and English.

Venues

This activity will be done at the local radio station and aired for the masses to tune in and get the message.

Follow-up

During airing, park staff and selected community persons will be charged with the responsibility of listening in and encouraging more people to listen to the radio programme. Reactions and comments by listeners will also be captured and reviewed.

Evaluation

Periodic interviews (formative evaluation) will be conducted within the local communities to measure the impact of the message being broadcast on radio. A summative evaluation exercise will be undertaken to document the impact of the whole exercise using the baseline survey model to help see any positive changes that have occurred.

Piloting

Piloting of the drama script and magazine will be done in 1 pilot school and one community group in order to test its suitability. A road show will also be done to promote the radio drama and magazine before they go on air.

Dates

The radio programme will be prepared in the third year and be aired in the 4th year of USAID support.

Activity: Church

What is involved?

Almost everyone in the communities living around the NNP attends church. After the service is a great time to reach a lot of people and involve them in an activity. Considering that most of the churches have well elaborated programmes, there exists the possibility of integrating some outreach activities like competitions, songs and poems and drama after church services due to the presence of many community members at once.

Activity Objective

According to the baseline survey carried out around Nyungwe in 2011, 100% are of the people living around the park belong to a religious organization mostly Christian. In terms of the trusted sources of information, the results indicated that 52.2% like religious leaders as sources of information and 26.5% said it's the most preferred source. This opportunity will be used to raise awareness through use of different mediums (drama, songs and poems competitions, posters). Additionally, creative awards like park visits/Chimp tracking can be organized for some of the people in the churches. 1 person per each church parish (catholic, Anglican, Methodist, Islam, ADEPR, and Adventist) and when they go back they give a talk to their congregation.

Step-by-step procedure

- A workshop will be organized for Church Leaders from 10 pilot churches (2 big/active churches close to the park from each district) will be done during which religious leaders will be educated on the various threats facing the NNP and request them for ideas on how they can help. They will then be requested to organize a special message on environment to be passed to church followers. This will help to raise awareness on environmental degradation, problems and solutions.
- Prepare a special talk on local environmental issues and especially on the issues of threats to Nyungwe National Park and the resources within it. Use up-to-date topics and ones that are relevant for the region's environment (for example major threat in the area – like Gisovu = fire).
- Involve church groups especially the youth clubs and the vulnerable in conservation competitions, drama, distribution of booklets and other materials with conservation information. This activity will have some entertainment aspect to increase interest and attention span of the target group.

Activities should be short and interesting.

Responsibilities

Church and park authorities will be the main actors in this activity. They will consult and share out responsibilities for each before implementation begins.

Audience

Conservation events will be open to the church goers and their neighbours and special efforts will be made to involve the vulnerable populations living in the neighbourhood and attending the churches selected for this activity.

Materials

Information packs, flyers, posters, banners and presents such as stickers to give away.

Venues

The activities will mainly be carried out in the ten selected Churches or at their preferred sites.

Follow-up

RDB Community Wardens, DEOs, ANICO and WCS Education and Outreach staff will visit the venues during the church organized presentations and at the end of each activity review and come up with suggestions for improvement.

Evaluation

Formative evaluation of the activity will be carried out during every session at the 10 selected churches, while summative evaluation will be undertaken at the end of the grant and will involve measuring efficacy, popularity,

relevance, lessons learnt and challenges faced in the use of this activity. It will be designed like the baseline survey so that it will be easy to note the changes that have occurred in terms of knowledge in the local community. As a result of the evaluation exercise, improvement of the activity will be done progressively.

Piloting

Piloting will be done in 2 pilot churches selected depending on proximity to the park and the intensity of the threats in the area.

Dates

This activity will be undertaken in the 4th and 5th year of USAID funding.

Activity: Songs and Poems

Songs and poems will also be integrated into drama, church based conservation events and competitions. Additionally, seasoned local performers will be hired to entertain and educate the masses on conservation issues. Songs and poems largely acceptable amongst the community living around NNP can be used to transmit conservation messages (including sensitive issues) to all levels of the community. The activity will largely involve performances of musicians and artists from the locality and beyond – songs with conservation message. Secondly, Concert with indigenous musical instruments made from natural resources (ngoma, imbyino, imyirongi (flutes), amakondera (cow horns/bamboo) inanga, iningiri) will be promoted in some events in order to especially reach the vulnerable members of the community who still largely subscribe to traditional lifestyle. The music and poems used in this activity will be related to conservation themes.

Activity Objective

- Music/poetry is a good way to attract people.
- Music/poetry crosses barriers, and so it can help to open discussions on difficult issues.
- Music/poetry enhances the ambience of a gathering.

Step-by-step procedure

- A well-known musician from the hosting community will be invited as main attraction. For schools, club members will be given themes and helped to create songs with a message on conservation
- Other artists for example dancers, comedians and good story tellers will be included to spice the music show.
- Visibility material around the stage (like posters, banners and leaflets) and short speeches on the purpose of the event will be done at the beginning of the show.

- The songs will be recorded on CDs and could be kept and used for follow up or for use by people who will not be able to attend the activities

Responsibilities

RDB/WCS Education Team, Educators, ANICO

Audience

General Community (including vulnerable populations and students in schools)

Materials

A stage and good public address system and some presents.

Venues

See drama and competitions above

Follow-up

RDB Community Wardens and WCS Education and Outreach staff will visit the venues during the activity sessions and help in guiding the implementation of the activity.

Evaluation

Formative evaluation of the activity will be carried out during each session, on annual basis and at the end of USAID funding to measure the impact. This will involve measuring efficacy, popularity, relevance, lessons learnt and challenges faced in the use of this activity. As a result of the evaluation exercise, proposals will be floated on how to improve the activity. Additionally, periodic monitoring will be undertaken to take note of attendance and audience suggestions for improvement as well as review of performances by participants from the neighbourhood. A summative evaluation exercise will be undertaken to document the whole exercise and will mirror the baseline survey in order to measure the cumulative change in knowledge in NNP community.

Piloting

Piloting will be done with the general audience at one of the sites with plenty of threats during the fourth quarter of the third year of USAID grant

Dates

This activity will be done jointly with drama, church activity and competitions. For the 10 pilot schools' music and poetry activities, each school club will be required to carry out one activity per school term on a preferred date. For the wider community, the activity will be held once a year during school holidays to take advantage of the availability of the large number of people. Vulnerable members of the community will be highly targeted.

Overall Timelines for the Activities (Under USAID funding)

No	Activity	Timeline											
		2012 -2013				2013 – 2014				2014 - 2015			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	Create and Pilot Drama												
	Make Masks for Drama												
	Training for Drama Leaders												
	Carry out Drama in Schools												
	Carry out Drama in Community												
	Evaluate impact of Drama												
2	Plan and Pilot Competitions for outreach activities (inc. rules and reg.)												
	Prepare presents/giveaways for Competitions												
	Carry Out Competitions												
	Evaluate Competitions												
3	Posters and Stickers												
	Produce and distribute Posters and Stickers												
	Follow up and Support Activity												
	Evaluate posters and stickers												
4	Design Radio Programme												
	Write Radio Drama												
	Pilot and Promote Radio Drama												
	Air Radio Programme												
	Evaluate Radio Programme												
5	Planning meeting with Church Leaders												
	Implement Outreach Activities in Churches												
	Evaluate Outreach Activities in Churches												
6	Plan Song and Poem activities												
	Implement Song and Poems activities												
	Evaluate Song and Poem activities												

ANNEX 1: LIST OF PILOT SCHOOLS AND THE SECTORS BORDERING NYUNGWE

The Pilot Schools for the Environment Education programme

Activities planned for schools will include *drama sessions, songs and poems, competitions and poster and sticker use* to reach students and surrounding communities

1) G.S Banda-Nyamasheke	2) E.S Rususa-Rusizi	3) G.S Bigugu-Nyaruguru
4) E.S Gisovu-karongi	5) E.P Munini-Nyamagabe	6) G.S Zirambi-Nyaruguru
7) G.S Manji-Karongi	8) G.S Nyamubembe-Rusizi	9) G.S Kitabi-Nyamagabe
10) G.S Gisakura-Nyamasheke		

Activities to be undertaken in all the schools listed above include: drama, songs and poems, competitions and use of Posters and stickers.

The Sectors Bordering Nyungwe

Six sectors have been identified as having serious threats and for this reason, community outreach activities will be concentrated here (Please see sectors in grey blocks in the table below).

1. Bushekeri - <i>Nyamasheke</i>	13. Uwinkingi– <i>Nyamagabe</i>
2. Ruharambuga- <i>Nyamasheke</i>	14. Kitabi– <i>Nyamagabe (Key sector)</i>
3. Karengera- <i>Nyamasheke (Key Sector)</i>	15. Muganza– <i>Nyaruguru</i>
4. Rangiro- <i>Nyamasheke (key sector)</i>	16. Nyabimata– <i>Nyaruguru</i>
5. Cyato- <i>Nyamasheke (Key Sector)</i>	17. Ruheru– <i>Nyaruguru (Key sector)</i>
6. Karambi- <i>Nyamasheke</i>	18. Kivu– <i>Nyaruguru</i>
7. Mahembe- <i>Nyamasheke</i>	19. Nyakabuye- <i>Rusizi</i>
8. Twumba – <i>Karongi</i>	20. Bweyeye- <i>Rusizi (Key sector)</i>
9. Mutuntu – <i>Karongi</i>	21. Butare- <i>Rusizi (Key Sector)</i>
10. Nkomane – <i>Nyamagabe</i>	22. Gitambi- <i>Rusizi</i>
11. Gatara – <i>Nyamagabe</i>	23. Nkungu - <i>Rusizi</i>
12. Buruhikiro– <i>Nyamagabe</i>	